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ABSTRACT

This model is an abstraction of a content and process model proposed and partially implemented at Southern Connecticut State College for establishing a Graduate Center of Cross-Cultural Studies. Outlined in the model are: (1) major objectives for the Graduate Center of Cross-Cultural Studies; (2) college inputs (organization, resources to be utilized and developed, learning centers, and support systems); (3) tasks to be accomplished (expanding research capacity, facilitating effective communications and feedback for self-renewal, providing a service for elementary and secondary schools and community colleges, utilizing more effective teaching methodologies, training an expanding corpus of educators); (4) course and symposium development guidelines (role definitions for course teachers and symposium section teachers); (5) stages of course development (list of courses and related activities for the first and second year); and (6) development of a Graduate Cross-Cultural Center within a two-year period. This model can be most useful for those seeking to organize and implement a cross-cultural program at their colleges or universities. (Author/PG)

ED100217

A MANAGEMENT MODEL FOR ESTABLISHING A GRADUATE CENTER OF CROSS-CULTURAL STUDIES

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EDUCATION & WELFARE
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1. MAJOR OBJECTIVES FOR A GRADUATE CENTER OF CROSS-CULTURAL STUDIES

1.1 To develop an M.A. and Sixth Year program in cross-cultural Studies

1.2 To include a broader international focus on the college campus

1.3 To develop, utilize and maximize instructional resources, faculty students and support systems, and develop more effective linkage and communications systems within the college.

1.4 To expand college-wide research capability and productivity

1.5 To facilitate and guide the development of an effective communications and feedback system for continued growth and self-renewal

1.6 To provide an educational service for elementary and secondary schools and community colleges and for those interested in graduate cross-cultural perspectives

1.7 To develop, utilize and train college faculty for more effective and transferable teaching methodologies and approaches

1.8 To train an expanding corps of educator-change agents, who view cross-cultural educational practices as potential models for application to American education.

1.9 To provide educator-change agents with the necessary skills to facilitate the diffusion of responsible innovations

1.10 Develop broad issue oriented courses and symposia with focus on a cross-cultural approach

1.11 Initiate, mobilize, and integrate existing institutional resources and disciplines capable of being developed along the lines of a more cosmopolitan approach

1.12 Advance the globalization of teacher education and professional programs through the addition of non-western and cross-cultural models.

1.13 Broaden horizens of students and develop a heightened awareness and sensitivity to our global position

1.14 Develop greater proficiency and sensitivity in our students for dealing with international issues and problems

1.15 Develop a more positive orientation among faculty and students towards inter-disciplinary and language study programs

1.16 Develop a greater understanding of sub-cultural issues and problems in the U.S.

1.17 Provide faculty with broader global context for their areas of specialization

1.18 Provide students with a broader dimensioned world view for more effective living

1.19 Develop programs that will stress the need for continuing faculty retooling and provide organizational framework to make this retooling possible

2. COLLEGE INPUTS (SEE APPENDIX A)

2a Organization

2a.1 Appointment of a Center Director

2a.2 Linkage will be developed between different components in the college community to provide effective communications, perspectives on client needs, idea generation, decision-making and feed-back networks

2a.3 Linkage will be developed with external organizations to provide continued idea and cosmopolitan inputs into the college

2b Resources to be Utilized and Developed

(Balance and stress depend on objectives and available resources)

2b.1 Faculty in discipline oriented departments

2b.2 Faculty and students with foreign experiences

2b.3 Teachers in school systems serviced by the college

2b.4 Foreign student's office

2b.5 College Learning Centers and Support systems

2b.6 Courses already being given, which can be modified to fit into program

2b.7 Library research facilities

2b.8 Faculty and student research capabilities

2b.9 A major strategy for achieving the objectives includes integration of courses already suitably structured, reformulation of courses already being given to include a broader global dimension, development of needed courses and maximum utilization of all available resources. (Courses currently suitably structured for inclusion in this program are Comparative Education and Comparative Reading, courses already being offered at our college which will require significant redirection towards non-western cultures prior to inclusion in our program are: Comparative Economic Systems, Comparative Family Institutions, International Relations and Diplomacy and Geography of Contemporary Affairs, Courses planned for development in line with this proposal are: Comparative Approaches to Special Education, Descriptive Linguistics, Comparative Designs and Dynamics of Educational Change, Comparative Pre-School Education and Comparative Theories and Strategies of Organizational Management.)

2b.10 Maximize the use of available resources while at the same time moving out in new directions to develop additional resources. The foreign experiences of faculty and students, as well as the presence on campus of foreign students should serve as a resource pool to be utilized in program symposia as program assistants, workshop aids and service personnel for our students. Faculty attendance at national conferences will be utilized as significant input for dissemination and self-evaluation. Language studies or are studies continued faculty development will be encouraged, as will the development of new relevant courses for the changing educational scene.

2b.11 Faculty and students in this Graduate Center will be requested to search out suitable curricula and lists of resources on their topics for dissemination at different educational levels, and publication of materials will be encouraged and facilitated. In addition, feedback and report organization will be directed towards developing explicit models and modules of this operation for transfer to other institutions.

2b.12 Generation of many indigenous materials and research reports

2b.13 Proposed Graduate Journal of Comparative Studies to be edited by Director

2b.14 Proposed Newsletter for communications network and integration of value systems

2b.15 Mini-workshops during the academic year and one-week workshops in June

2b.16 Regular re-tooling and retraining programs for maximizing knowledge and use of effective teaching methods and media support by college personnel involved in this program.

2b.17 Regularized patterns for teaching cross-cultural material

2c Clearing Centers and Support Systems

Involve the college learning centers as support systems and interacting agencies with the Graduate Center of Cross-Cultural Studies. Course development will utilize the skills, expertise and experiences of people in existing disciplines, language programs, area studies groups and centers

2c.1 The Child Development Center - (Support Services)

2c.2 Educational Research Center
Provides graduate students and assistance in more precise formulation of evaluation criteria and development of greater internal efficiency for reaching designated objectives

2c.3 Educational Television Center Tapes all symposium sessions and makes available in library. Symposium sessions can be shown on T.V and placed in library for college credit purposes

2c.4 Instructional Resource Center
Provides A-V backup, graphics, and photo support and are consulted for balanced effective utilization of media

2c.5 Interdisciplinary Center - Support Services

2c.6 Center for Area Studies and International Programs
Provides area studies and regional context guidance for cross-cultural issues and problems

2c.7 Learning Resource Center
Assists in the securing and dissemination of applicable curricula, and aids in providing space for a separate area for cross-cultural studies

2c.8 Reading Center - (Support Services)

2c.9 Special Education Services Center
Provides assistance for students wishing to research cross-cultural issues in special education

2c.10 Urban Studies Centers - (Support Services)

3. TASKS TO BE ACCOMPLISHED

3a Expanding Research Capability and Productivity

3a.1 Library acquisition on comparative approaches to be significantly expanded

3a.2 Special library section to be provided for Cross-Cultural Studies research and materials

3a.3 Graduate Journal of Comparative Studies, to be established and edited by Center Director. Research term papers and annotated bibliographies of students and faculty in comparative studies to provide main manuscript source.

3a.4 Stress on an increase of faculty and student inclinations towards research, developing curricula and publishing more extensively on specific global problem areas.

3a.5 Development, publication and dissemination of annotated bibliographic material on available resources in Comparative Studies through ERIC (RIE, CIJE) and other publications

3a.6 Measurement of output will be conducted by graduate students in educational research directed by an internal research director. They should develop evaluative means to determine the internal efficience of our system for reaching the cognitive and affective objectives, and provide continuing structured input into operation so that suitable on-going modifications can be made where applicable.

3b Facilitating and Guiding the Development of an Effective Communications and Feedback System for Continued Self-Renewal and Maximum Growth

3b.1 Establishment of a league of involved faculty and student to regularly provide feed-back evaluation and suggested guidelines for continued growth

3b.2 Publish a newsletter to disseminate information on activities and to facilitate development of a cohesive spirit and organization

3b.3 Increase interdepartmental linkage through focus on international issues and cross-departmental concerns

3b.4 Enable those interested in pursuing a broader global dimension to effectively communicate and develop through appropriate organizational development.

3b.5 Effective communications, role definition and institutionalization are key methods for having the broad ranging innovation suggested in our proposal take firm root. With these key processes in mind, our pilot project will develop models of organized communications

networks with regular feedback and corrective mechanisms built into the functioning subsystems. Through role definitions we hope to have each of the components of the program fit in and enhance the broader goals of the innovative system. Through regularized meetings and other formalized communications such as the development or utilization of a college newsletter, we hope to provide a better understanding of the broader pilot project goals and accomplishments, develop a cohesion and sense of identification with these goals, and introduce a self-regenerating and correcting mechanism for regularly revitalizing our project. Included in the proposed formal organization are: a League of Schools using workshops and services, and interacting with one another; a functioning link between the League of Schools and our Graduate Center, feedback from faculty, students and researchers involved with courses in the Institute program; periodical meetings for reformulating and developing goals and procedures and for diffusion of values and information. Guidelines should be developed for courses and other components in the system to facilitate integration of all components into the broader aims of the project, and to provide maximum organizational support for creative activities and diffusion. The Center should explicity articulate into a transferable model form, the structures and strategies developed or incorporated in the program.

3c Providing an Educational Service for Elementary and Secondary Schools and the Community Colleges

3c.1 Provide regular workshops on comparative issues and problems at the Center and at various school systems. Plans should include going out to schools, during the academic year, in eight one-day traveling mini-workshops, and in June holding a five-day workshop at our college. Expanding on the component units of the mini-workshops, the five-day session should include, developing a sensitive dimension to other cultures--drawing parallels between national intercultural sub-groupings and international cross-cultural models--methodology for teaching about other cultures and using cross-cultural curricula materials in the humanities, arts, and social studies.

3c.2 Locate or develop, and disseminate global issue oriented social studies curricula to the school systems serviced.

3c.3 Provide an international dimension to those being trained for inservice and preservice teaching

3d Utilizing More Effective Teaching Methodologies and Approaches for College Teaching

3d.1 To develop and utilize more effective systems approaches of balanced hardware and software to achieve educational objectives of the Center.

3d.2 To develop and use methodological, organizational and content modifications for more effective teaching

3d.3 To develop persistent concepts and hypotheses for a coordinated and articulated "spiral" type curriculum

3d.4 To develop and utilize Center and discipline oriented guidelines

3d.5 To develop and publish "model" material on the dynamics and designs of cross-cultural studies programs

3d.6 To develop and utilize effective simulations to maximize the experiential involvement in other cultures

3d.7 To utilize various tours and overseas trips emanating from the college in the development of Center programs

3d.8 To provide effective retooling of involved faculty in innovative educational methodology. Included in this training will be sessions on team teaching, group discussions, inquiry learning systems approaches in lesson construction, formulation of realistic strategies for affective and cognitive goals.

3d.9 The full impact of the increased global dimension of our program will be best realized through exciting methodologies used in the classroom. This type of in-service training should contribute to increasing motivation, excitement, effectiveness and gratification of the faculty involved - and lead from the greater openness of the contemporary physical classroom to a more expansive view of man's position on our shrunken globe.

3e Training an Expanding Corps of Educators and Change-Agents Who View Foreign Educational Practices as Potential Models for Application to American Education

3e.1 Application on an experimental basis of selected foreign practices into our own school systems and the evaluation of results

3e.2 Courses and workshops designed to train change agents in the application of relevant cross-cultural models.

4. COURSE AND SYMPOSIUM DEVELOPMENT GUIDELINES

4a Role Definition for Course Teachers

4a.1 Course Topics

Course should focus on problems or issues as minifest in the following areas: Africa, Asia, Europe, North America, Latin America.

4a.2 Course Organization -- Topic Outline
Course should be organized on an issue or problem basis with significant inputs from world regions.

4a.3 Bibliography
Develop and distribute a list of readings which includes global ramifications and illustrations of issues and problems (topic orientation) and specific regional manifestations (regional orientation).

4a.4 Readings
Xerox copies of all articles you want students to read, which are not readily available to students (ERIC Microfiche printouts fit into this category), and have ditto-masters made up. Distribute ditto copies to students.

4a.5 Publicity
You should alert groups in your specific discipline area of the course being offered. Director will handle college-wide and public information regarding your course as part of a broader program.

4a.6 Communications
A. Send two copies of all materials you distribute to Director's who will maintain an open file for institute faculty and duplicate and distribute copies of all outlines and bibliographies to institute faculty.
B. Short coordination meetings of all participating faculty will be held to provide for interchange of ideas, evaluation of operation and needed modifications. Inputs to these meetings will include a number of short "state of the course" feedback sheets faculty members will be asked to fill out. Channels will be explored for maximizing dialogue and increasing efficiency of communications.

4a.7 Model Value of Your Course and Our Operation
Stress creative and experimental approaches in developing models for others interested in "globalizing" their programs. Concise reporting on creative developments and transferable model building will be an important ingredient in the success of our program.

4b SUGGESTED ROLE SPECIFICATIONS FOR SYMPOSIUM SECTION TEACHERS

1. SESSION LENGTH
1. Organize material for $2\frac{1}{2}$ hour session.

2. TOPIC COVERAGE
Deal with issue or problem as manifest in at least four world areas selected from the following: Africa, Asia, Western Europe, Eastern Europe, North America, Latin America.

3. PARTICIPANTS
Prepare session for two types of audience, those interested in the specific problem and those interested in a comparative approach to problems. Sessions will be open to all and will probably be shown on public T.V.

4. BIBLIOGRAPHY
Develop a list of readings on global ramifications of issues and ramifications of issues in specific world areas. Use ERIC-RIE and CIJE, and applicable professional reference sources. Submit typed list of readings to directors office at least two weeks before scheduled session. Lists will be duplicated by Director's office and distributed one week before your scheduled session.

5. ARTICLES TO BE READ
Xerox two copies of all articles students are to read (total app. 75-100p.) and submit one copy of all articles to Director's office at least two weeks prior to session. Director's office will provide adequate copies of articles to class members one week prior to session. (Note--if material is indexed in ERIC, the library probably has a microfiche printer which turns out legible copies. This can be submitted instead of xerox copy).

6. PUBLICITY
Alert groups in specific discipline areas of forthcoming presentation. Director's office will handle college-wide and public information.

7. AUDIO-VISUAL MATERIALS
Prepare effective use of audio-visual materials for Symposium session. Program will be recorded on T.V. tape, made available to student in audio-visual center, and hopefully, played on a public television networks.

5. STAGES OF COURSE DEVELOPMENT

5a. LIST OF COURSES AND RELATED ACTIVITIES FOR FIRST YEAR (SEE APPENDIX B)

FALL

1. Symposium - First half of "Contemporary Global Issues and Problems"
2. Course - Comparative Reading
3. Course - Comparative Approaches to Special Education
4. Course - Comparative Designs and Dynamics of Educational Change
5. Course - Comparative Education
6. Course - Comparative Economic Systems
7. Course - Geography of Contemporary Affairs
8. Course - Descriptive Linguistics
9. Workshops - Four 1-Day Mini-Workshops of Methods and Curricula for Teaching Select Global Issues and Problems

SPRING

1. Symposium - Present second half of "Contemporary Global Issues and Problems"
2. Course - Comparative Pre-School Education
3. Course - Comparative Approaches to Special Education
4. Course - Comparative Designs and Dynamics of Educational Change
5. Course - Comparative Education
6. Course - Comparative Theories and Strategies of Education Administration
7. Course - Comparative Family Institutions
8. Course - Descriptive Linguistics
9. Course - International Relations and Diplomacy
10. Workshops - Four 1-Day Mini-Workshops on Methods and Curricula for teaching select global issues and problems

JUNE

Five-Day Workshop on Methods and Curricula for Teaching about Global Issues and Problems

SUMMER

Symposium - Contemporary Global Issues and Problems
Courses - Other cross-cultural courses where appropriate

5b. LIST OF COURSES AND RELATED ACTIVITIES FOR THE SECOND YEAR

FALL

1. Symposium - First half of "Contemporary Global Issues and Problems"
2. Course - Comparative Reading
3. Course - Comparative Pre-School Education
4. Course - Comparative Approaches to Special Education
5. Course - Comparative Education
6. Course - Comparative Designs and Dynamics of Educational Change
7. Course - Comparative Economic Systems
8. Course - Geography of Contemporary Affairs
9. Course - Descriptive Linguistics
10. Course - International Relations and Diplomacy
11. Workshops - Four 1-Day Mini-Workshops on Methods and Curricula for Teaching. Select Global Issues and Problems

SPRING

1. Symposium - Second half of "Contemporary Global Issues and Problems"
2. Course - Comparative Pre-School Education
3. Course - Comparative Approaches to Special Education
4. Course - Comparative Education
5. Course - Comparative Designs and Dynamics of Educational Change
6. Course - Geography of Contemporary Affairs
7. Course - Comparative Theories and Strategies of Educational Administration
8. Course - Comparative Family Institutions
9. Course - Descriptive Linguistics
10. Workshops - Four 1-Day Mini-Workshops on Methods and Curricula for Teaching Select Global Cross-Cultural Issues and Problems

JUNE

Five-Day Workshop on Methods and Curricular for Teaching about Global Cross-Cultural Issues and Problems

SUMMER

Symposium - Contemporary Global Issues and Problems
Courses - Other Cross-Cultural courses where appropriate

6. DEVELOPMENT OF GRADUATE CROSS-CULTURE CENTER WITHIN A TWO-YEAR PERIOD

By the fall of the second year components of Cross-Cultural Studies related courses should be functioning on a regular basis and provide institutional support for functional programming. By this time, too, the Symposium should have become a regular feature of the college for presenting sessions on global issues and problems. It should continue as a vital linkage system and a forum for ideas to continuously regenerate our academic community. It is hoped that the Symposium will become a regular television feature of the public T.V. network, or cable TV, and provide those within TV communications radius, an opportunity for "university without walls" participation in our college credit and non-credit programs. Continuing updating of presentations and relevancy of material should enhance our opportunity to provide individualized instruction through audio-tutorial modules operational in our library. Symposium speakers will be drawn essentially from our own faculty and in addition to regular teaching roles they will assume responsibility to provide an additional contribution to the dynamics of campus ideas.

The one and five day workshops which need starting up assistance, should within two years become self-supporting operation. Once these operations are "off the ground" and can be shown to provide a vital retooling function for the schools, support should be easily forthcoming from the school system and enrolling teachers.

In summation, by the end of the second year, the initial support provided for developing organizational structure and procedures for essentially sound programs will no longer be necessary. The major components of the Graduate of Cross-Cultural Studies Center will have a viability and soundness of their own and should provide a climate of opinion and organizational support for each other. The communications network established for globalizing the program, should continue to serve this function by providing a creative channel for going beyond the program suggested at the start and facilitate the development of programs for the continued expansion beyond that second year.

PART B--DESCRIPTION OF TYPE AND SCOPE OF THE PROGRAM--FUNCTIONS OF THE GRADUATE CENTER

A. SYMPOSIUM AND COURSES	B. WORKSHOPS	C. COMMUNICATIONS AND FEEDBACK	D. USE OF AVAILABLE	E. MATERIALS AND RESOURCE DEVELOPMENT	F. OUTPUT
1. Symposium on Contemporary Global Issues and Problems (1 yr. - 0,3, or 6 credits) 2. Comparative Education 3. Comparative Adult Education 4. Comparative Reading 5. Comparative Economic Systems 6. Comparative Family Institutions 7. International Relations and Diplomacy 8. Geography of Contemporary Affairs 9. Comparative Approaches to Special Education 10. Descriptive Linguistics 11. Comparative Designs and Dynamics of Educational Change 12. Comparative Pre-School Education 13. Comparative Theories and Strategies of Organizational Management	1. Eight 1-day on-the-road Workshops 2. One 5-day Workshop to be given at S.C.S.C. 3. Workshop methods will include: a. Developing a sensitivity dimension to other cultures b. Drawing parallels between national intercultural subgroupings and international cross-cultural models. c. Methodology for teaching about other cultures d. Cross-cultural curricula for the public schools in the humanities, arts and social studies	1. League of Schools 2. College interaction with League of Schools 3. Organization of faculty associated with program 4. Feedback from students involved in program 5. Newsletter	1. Foreign experiences of faculty 2. Foreign experiences of students 3. Faculty participation in conferences 4. Language studies 5. Foreign students 6. Area Studies 7. Courses already being offered 8. Courses being offered but requiring a broader dimension 9. Developing new courses 10. Broadening horizons of involved faculty and maximizing a multiplier effect through an effective communications network	1. Curricula 2. Dissemination of materials in a League of Schools 3. List of resources at all levels 4. Models of operations for use by other colleges 5. Publications of course materials for broadest dissemination. 6. Retool involved faculty in current methodological innovations-team teaching, leading group discussions inquiry learning, systems approach in lesson construction, formulation of appropriate strategies for affective and cognitive goals, dev. support A-V systems. 7. Develop Open Univ. (School without walls) T.V. programs from the symposium, broadcase over PBS. Provide T.V. tapes in our multimedia center for individualized instruction. Prepare for sending symposium over cable T.V. in Feb. 1973.	Evaluation by educational research unit and graduate students at the college

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CUMULATIVE SEQUENTIAL STAGES OF COURSE DEVELOPMENT

SEQUENCE A
Courses listed in catalog. Most require expansion and globalization of content

COMPARATIVE EDUCATION	COMPARATIVE SPECIAL EDUCATION	COMPARATIVE READING	COMPARATIVE ECONOMIC SYSTEMS	COMPARATIVE FAMILY INSTITUTIONS	DESCRIPTIVE LINGUISTICS	INTERNATIONAL RELATION & DIPLOMACY	GEOGRAPHY OF CONTEMPORARY AFFAIRS	WORKSHOPS

SEQUENCE B
Courses to be developed

DESCRIPTIVE LINGUISTICS	COMPARATIVE DESIGNS AND DYNAMICS OF EDUCATIONAL CHANGE	COMPARATIVE PRE-SCHOOL EDUCATION	COMPARATIVE THEORIES AND STRATEGIES OF ORGANIZATIONAL MANAGEMENT	WORKSHOPS

SEQUENCE C
Symposium - to be developed. Six credit course. Open to auditors and public without charge

SYMPOSIUM ON CONTEMPORARY GLOBAL ISSUES AND PROBLEMS

1. Comparative Educational Issues and Problems
2. Comparative Economic Systems
3. Comparative Family and Social Institutions
4. 5. World Culture Regions
6. International Relations and Diplomacy
7. Comparative Religious Institutions
8. Comparative Languages
9. Comparative Reading Program
10. Comparative Theories and Strategies of Organizational Management
11. Comparative Approaches to Special Education
12. Geography of Contemporary Affairs
13. Developing Cross-Cultural Understandings
14. Comparative Drug Problems
15. Comparative Medical Care and Services
16. Comparative Urban Problems
17. Comparative Sex Education
18. Comparative Education of Disadvantaged Groups
19. Comparative Early Childhood Education
20. Comparative Teacher Education Programs
21. Global Communications Systems

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